Houston Independent School District

372 Rodriguez Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Public Presentation Date: September 15, 2021

Mission Statement

SRE Mission Statement.

Our purpose is to serve the children of the Gulfton area reach their learning potential through a safe and positive learning environment that will develop students into motivated, life-long learners and globally aware citizens.

Vision

SRE Vision and Mission Statement.

Our objective at S. Rodriguez Elementary school is to provide a safe and positive learning environment that will develop students into motivated, life-long learners and globally aware citizens through the use of an inquiry-based, integrated curriculum with a focus on science, technology, and the fine arts.

Value Statement

SRE VALUE STATEMENT

Every decision is made for **STUDENTS**

Safety is a **MUST**

We strive for **EXCELLENCE** in what we do

Always **LEARNING**

We work together as a **TEAM**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Before the pandemic, Sylvan Rodriguez Elementary had an enrollment of approximately 980 students in grades PreK-5. Last school year.2020-2021 we met a projection of 962 students, and we closed the year with 970 scholars. According to our PEIMS summer report, the student demographic is 89% Hispanic, 8% African American, 2% White, and .8 % Asian. Approximately 98% of the students are identified as economically disadvantaged and 89% as "at-risk." Approximately 85% of the students qualify as English Language Learners. Approximately 25 of these students are new arrivals with no literacy. *150 students are overage on our campus.* Also, 8% of the students are identified as "gifted and talented," and 10% needing special education.

Instructional programs are varied and serve general, bilingual, ESL, gifted/talented, and special education classes. Moreover, we are an authorized PYP IB -International Baccalaureate School. This coming year we are preparing for the re-authorization process. Our teachers have taken the prerequisite IB training, and several teachers have also taken advanced level training this summer. As an IB school, we fully implement key components of this prestigious curriculum in every classroom, and our students receive rigorous instruction that supports the global graduate profile.

Demographics Strengths

We are 91% Hispanic, 8% African American, .2% White, and .8 % Asian, with our mobility rate vary from 15.1 to 16 %, and 8% of the students are identified as "gifted and talented" and 10% as needing special education. Approximately 85% of the students qualify as English Language Learners. Approximately 25 of these students are new arrivals with no literacy. *150 students are overage on our campus.* We serve students that recently arrived in this country with their will to learn and adapt.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Our school has a high mobility rate and it is difficult to have continuity in the students' learning. **Root Cause:** We have 85% of second language learners, with many new arrivals to the country with little to no literacy. Some of our students are overage and parents seek new apartments that offer free rent.

Student Learning

Student Learning Summary

SRE DATA:

- Our reading scores in 3rd grade are usually the lowest because many of our ELL students are going through a transition into English instruction. This is a transitional year for many of our ELL students. Our focus has been guided reading and making sure teachers do running records.
- We had 2 vacancies in the 4th-grade team thought out the school year. One was our new arrival teacher class and our scores dropped. We had newcomers with no literacy.
- We have been training with Vontore Math and integrated Debbie Diller for literacy.

		DNM		Approaches		Meets		Masters		"Passing"		Total Tested
		n	%	n	%	n	%	n	%	n	%	
3	Math	80	54	45	31	11	7	11	7	67	46	147
4	Math	90	65	29	21	8	6	12	9	49	35	139
5	Math	56	42	30	23	28	21	19	14	77	58	133
	Total	226	54	104	25	47	11	42	10	193	46	
3	Reading	101	69	33	23	9	6	3	2	45	31	146
4	Reading	93	67	33	23	10	7	3	2	46	32	139
5	Reading	64	48	34	26	14	11	21	16	69	52	133
	Total	258	62	100	24	33	8	27	6	160	38	
4	Writing	108	77	23	16	7	5	2	1	32	23	140
5	Science	69	52	45	34	11	8	7	5	63	48	132

Student Learning Strengths

SRE TELPAS DATA

Comparative Growth

- Number of students demonstrated regression decreased by 19 students.
- Number of students that DID NOT ADVANCE a proficiency year decreased by 60 students.
- Number of students that PROGRESSED at least ONE proficiency level increased by 36 students.

English Language Proficiency Level

	Basic (B)				Intermediate (I)				Advanced (A)				Advanced High (AH)				Total # of Students Tested	Total # of Students Not Tested Due to School Closure	Total # of Students Tested	N...
	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021	2020		2021	2...
K	79	71	38	82	14	35	43	7	5	3	17	8	2	1	2	4	104	0	114	N
1st	41	28	17	14	59	62	59	40	10	25	22	37	11	1	2	9	116	0	117	1
2nd	8	17	20	14	50	62	47	39	46	22	32	39	15	14	1	8	135	9	120	1
3rd	5	11	13	7	38	52	27	46	65	47	42	38	24	16	19	9	135	3	134	1
4th	2	6	17	13	28	37	38	41	55	62	27	34	17	28	18	12	78	43	130	8
5th	4	3	6	8	15	23	21	27	42	40	48	41	38	22	25	24	116	1	112	3
Total	139	136	111	138	204	271	235	200	223	215	188	197	107	82	67	66	684	56	727	5

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Low reading/writing scores **Root Cause:** Students learn how to read in Spanish but miss transition into English

School Processes & Programs

School Processes & Programs Summary

SRE has different Instructional Programs that are varied and serve general, bilingual, ESL, gifted/talented, and special education classes. The following are our current programs for 2021-2022:

- **Bilingual Early Transition**
  - PK - 2 Bilingual classes
  - Kinder - 4 Bilingual Classes
  - 1st Grade - 5 Bilingual Classes
  - 2nd - 5 Bilingual Classes
  - 3rd - 4 Bilingual Classes
  - 4th - 4 Bilingual Classes
  - 5th - 3 Bilingual Classes

- **ESL**
  - PK - 1 ESL class
  - 1st to 4th - 2 classes in each grade level
  - 5th - 3 Classes in each grade level

- **GT Program**
- **Special Education** - PALS, Life Skills & Resources
- **IB PYP** - All School
- **Content Class** - One class per grade level, per week to focus on pre-request skills
- **Literacy Interventionist** - All grade levels
- **Dyslexia Pullout program**

School Processes & Programs Strengths

We are an authorized PYP IB -International Baccalaureate School. This coming year we are preparing for the re-authorization process. Our teachers have taken the prerequisite IB training, and several teachers have also taken advanced level training this summer. As an IB school, we fully implement key components of this prestigious curriculum in every classroom, and our students receive rigorous instruction that supports the global graduate profile.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Processes are not running smoothly as they have done in past due to the disruption of the pandemic. **Root Cause:** We have a new administration team that is adjusting to the culture, programs, and process of our school.

Perceptions

Perceptions Summary

Our campus focus is to provide a safe and positive learning environment that will develop students into motivated, life-long learners and globally aware citizens through the use of an inquiry-based, integrated curriculum with a focus on science, technology, and the fine arts.

Our Decision-Making model (SDM) is designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. The SDMC intends to pull together our community in a constructive, organized, and unified body to enhance the education of all students. This model is aligned to state legislation and HISD board policy.

Every decision that we have made is for **STUDENTS.** Additionally, we are always thinking about the safety of our staff and community. We strive for **EXCELLENCE** in what we do, always **LEARNING** as we work together to better our students' learning.

Perceptions Strengths

Our teachers, staff, and the community are committed to better our students learning outcomes with the support of:

- Wraparound Specialist
- Food Pantry
- A constant striving to build a safe building
- Teacher building relationships training - TEACH
- A clear vision and mission
- Celebrations
- Cultural Relevance
- Strong communication system

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): The perception of our students is that our students have difficulties learning because they reside in the Gulfton Area **Root Cause:** Many of our students do have difficulties learning English and transitioning (especially obtaining Domain 1)

Priority Problems of Practice

Problem of Practice 1: Our school has a high mobility rate and it is difficult to have continuity in the students' learning.

Root Cause 1: We have 85% of second language learners, with many new arrivals to the country with little to no literacy. Some of our students are overage and parents seek new apartments that offer free rent.

Problem of Practice 1 Areas: Demographics

Problem of Practice 2: Low reading/writing scores

Root Cause 2: Students learn how to read in Spanish but miss transition into English

Problem of Practice 2 Areas: Student Learning

Problem of Practice 3: Processes are not running smoothly as they have done in past due to the disruption of the pandemic.

Root Cause 3: We have a new administration team that is adjusting to the culture, programs, and process of our school.

Problem of Practice 3 Areas: School Processes & Programs

Problem of Practice 4: The perception of our students is that our students have difficulties learning because they reside in the Gulfton Area

Root Cause 4: Many of our students do have difficulties learning English and transitioning (especially obtaining Domain 1)

Problem of Practice 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR- By the end of the 2021-2022 school year, 3rd Grade reading will increase 10% at the approaches level from 23% to 33%, 10% increase at the meets level from 6% to 16%, and increase 10% at the master's level from 2% to 12%. With ongoing progress monitoring, 80% of students will be able to reach at least two levels up on reading by the end of the school year, by demonstrating fluency, accuracy, and comprehension in RR and EOY.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: 100% of TIER 2 and TIER 3 student will receive individualized instruction.

Evaluation Data Sources: DRA/EDL, Universal screener, Common assessments, Raz Plus Running Records, snapshots, DLA, and STAAR results.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Group students according to tiers, provide small group instruction, use various methods for students to utilize academic vocabulary, monitor and regroup students continuously. Increasing student vocabulary, Increasing student comprehension	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will increase to at least one to two levels on reading. **Staff Responsible for Monitoring:** Classroom Teachers, Reading/Literacy Specialist, Dean of Instruction, teacher assistants, principal & AP **Action Steps:** 1 - Facilitate the learning of teachers in order to know how to group small group instruction. Teachers will look at data consistently and develop small group lessons/action plans. 2- Provide guided reading staff development during PLCs. Strengthen the skills of teachers delivering guided reading lessons; during PLCs, teachers will have an opportunity to do At Bat and get feedback on their performance. 3- **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $12,000				
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Measurable Objective 2: 100% of students will increase at least by 1 student reading level through guided reading by the end of the school year

Evaluation Data Sources: DRA/EDL, Universal screener, Common assessments, Raz Plus Running Records, snapshots, DLA and STAAR results.

HB3 Board Goal

Strategy 1 Details				Reviews			
Strategy 1: Small group instruction, frequently updating running records, interventions.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students increase students' reading levels				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All Classroom Teachers							
Action Steps: Provide guided reading staff development during PLCs. Strengthen the skills of teachers delivering guided reading lessons; during PLCs, teachers will have an opportunity to do At Bat and get feedback on their performance, struggling teachers will be assigned extra support.							
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue				

Measurable Objective 3: Students' STAAR data will increase by: Masters 10 % Meets 10% and Approaches by 10%

Evaluation Data Sources: DRA/EDL, Universal screener, Common assessments, Raz Plus Running Records, snapshots, DLA and STAAR results.

HB3 Board Goal

Strategy 1 Details				Reviews			
Strategy 1: Small group instruction, RTI interventions, close reads, independent reading.				**Formative**			**Summative**
Strategy's Expected Result/Impact: The students will increase academic growth				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All Classroom Teachers, reading/Literacy Specialists, teacher assistants, principal & AP							
Action Steps: Assign specialists and teacher assistants groups to work with students of similar needs, TIER 3. TIER 2 students will be grouped with the teacher specialists or teachers, TIER 2 students will be grouped with teacher assistants to work on reading skills. The intervention will be provided during school with emphasis on guided reading and exposing students to different genres using the leveled book in the literacy library, library services, and HMH books.							
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue				

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH - By the end of the 2021-2022 school year, the 3rd Grade Cohort students will increase by 10 % at all levels by STAAR Data. This will show from 31% to 41% on approaches, from 7% to 17% growth on meets, and from 7% to 17% on masters levels. And 70% of the students will have developed an academic growth comparable to at least 1 school year, measured by comparing the data.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: 100% of math teacher will be provided support on a monthly basis in the classroom.

Evaluation Data Sources: Improved weekly lesson plans with TEKS alignment

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teacher Specialist will strategically be scheduled to work with teachers who need assistance with best practices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will have the content knowledge to help students learn. **Staff Responsible for Monitoring:** Principal, Instructional specialists, AP **Action Steps:** During PLCs, we will ensure that all teachers are involved in the conversations around best math practices along with the guidance of the math consultant. PLC Focus will be aligned to the math objective and math goals for the campus. PLC Expectations for teachers will be communicated the first week of PLCs so that all teachers are involved in the conversations and are engaged in the PLCs	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Measurable Objective 2: 100% of students will increase their numerical fluency by showing an increase of level in their Ren 360 data.

Evaluation Data Sources: snapshots, DLA, EOY assessment.

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Problem-solving journal, decoding strategies, bar modeling, small group.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will increase in math fluency		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom teachers, Teacher Specialist, Principal, and AP					
Action Steps: Number talks: daily number talks as a class. The teacher will model out loud thinking. Students will work on numerical fluency through daily number talks.					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Measurable Objective 3: 100% of students will be able to write a paragraph about their learning in math, explaining their thought process and using academic vocabulary.

Evaluation Data Sources: snapshots, monthly writing prompts (with rubric)

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Math writing prompts, teacher modeling, constant use of academic vocabulary, sentence stems.		**Formative**			**Summative**
Strategy's Expected Result/Impact: To increase writing opportunities for all our students.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom teachers, Teacher Specialists, Principal, and AP					
Action Steps: Writing: Students will have monthly writing prompts where they will explain a math problem using academic vocabulary. The teacher will create an anchor chart and model frequently. They are strategically scheduled to work with students and give feedback on their writing assignments.					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS - 100% of our students will be provided with differentiation opportunities to succeed no matter their educational label in order to expand educational opportunities by the end of the school year 2021-2022.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% PK-5th Grade will be exposed to the different colleges on College and Career Day.

Evaluation Data Sources: Scheduled College and Career Day/UIL Competition

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Counselor creates a schedule for all students to be involved in career day.	Formative			Summative
Strategy's Expected Result/Impact: Expose our students to colleges, high school, and middle schools.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Wrap Around Specialist & AP				
Action Steps: Counselor invites guests that hold different positions in the community with a focus on positions of high interest to elementary students and discuss what type of schooling it would take to obtain a similar position, counselor creates schedules so that all students are able to see guests, the counselor will have a hospitality room for all guests.				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 2: 100% of students will be able to showcase their projects and achievements as they learn about different careers and jobs.

Evaluation Data Sources: Accommodations documents, Signing Sheets & projects

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: G/T Expo, Science Night, Literacy Night, IB Exhibition	Formative			Summative
Strategy's Expected Result/Impact: Exposure to other possibilities and application of the learning.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: G/T Coordinator, Classroom teachers, School Administrators				

Action Steps: IB Coordinator and Admin Team will plan the exhibition and the different literacy, math/science night. The students will show case their learning throughout different modalities.

0% **No Progress**   100% **Accomplished**   ➡ **Continue/Modify**   ✖ **Discontinue**

Measurable Objective 3: By the end of 2021-2022, all ELL students will increase their vocabulary proficiency in English by at least one level.

Evaluation Data Sources: K-12 summit, TELPASS, MOY, EDL & School Assessments

HB3 Board Goal

Strategy 1 Details			Reviews			
Strategy 1: Practice k-12 summit, small group intervention, providing sentence stems for discussions, use of sight words			**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will increase their learning of English to have more opportunities in the future.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teachers, Teacher specialist, AP and Principal						
Action Steps: k-12 summit, teacher will expose and explain k-12 summit to students. This will give them practice on the language acquisition components. Weekly practice of k-12 summit program. Also, the teacher will implement the 5E lesson plan model where students have more opportunities to explore and engage in their learning.						
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue						

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS - By the end of the 2021-2022 school year, SPED students will make an increase of 5% in their individualized assessments base on their ARD. This will happen by ensuring all teachers understand each SPED student's IEP implementation.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: 100% of special education students will receive the support indicated in their IEP's.

Evaluation Data Sources: Progress Monitoring according to their ARD

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Ensure all IEPs are met by SPED and mainstream teachers	**Formative**			**Summative**
Strategy's Expected Result/Impact: Be in compliance to make sure all students have learning needs being met.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: IEPS, Classroom teachers, Support from School Administrators, Special Ed. Chair & 504 Chair **Action Steps:** 100% of special education students will receive the support indicated in their IEP's. Ensure all IEPs are met by SPED and mainstream teachers				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Measurable Objective 2: 100% of special education teachers will be scheduled to support the needs of the students they serve.

Evaluation Data Sources: Progress Monitoring according to their ARD

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Special education teachers' schedules will reflect the support needed by each special education student.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will receive the necessary support to meet their individual learning goals.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, SpEd Teacher, Teacher Assistance **Action Steps:** 100% of special education teachers will be scheduled to support the needs of the students they serve. Special education teachers' schedules will reflect the support needed by each special education student.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 3: 100% of our teachers will receive PD on how to manage and effectively identify student needs and plan for instruction differential instruction model.

Evaluation Data Sources: Data progress- formative assessments, common assessments, snapshots, DLA and STAA

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Instructional coaches will work with PK-2nd grade, with 3rd-5th grade and SPED teachers to identify the student's needs and plan for instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will receive the necessary skills to meet their goals and continue to learn beyond their disabilities. **Staff Responsible for Monitoring:** Principal, instructional leaders (instructional specialists, mentors, content lead teachers, admin team) & TDS **Action Steps:** Provide teacher PD on how to manage effective collaborative team meetings to identify student needs and plan for instruction. Instructional coaches will work biweekly with PK-2nd grade and weekly with 3rd-5th grade and SPED teachers.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE - By the end of 2021-2022 school year, our attendance rate will increase from 93% to 95%.

    Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of the parents will be communicated via phone when students are marked absent every day from 9/21/21 to 6/08/22.

    Evaluation Data Sources: Parent letters, Parent conference Log, Teachers Emails, Attendance records & Counselor documentation

Strategy 1 Details	Reviews			
Strategy 1: Call daily to parents of those students who are absent. Send letters to parents of students and conduct home visits	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students and parents will be coming to school. **Staff Responsible for Monitoring:** Counselor, Aides, Registrar, Dean of Instruction & Classroom teachers **Action Steps:** The counselor will run weekly reports, make phone calls to parents and send out mass reminders of the importance of attendance. The Wraparound Specialist will perform home visits for students who have chronic absences and provide immediate intervention to support the parent and the student. Hold weekly attendance meetings with the wraparound specialist, SIRS, and principal to discuss students and their needs so that they attend school. Make daily calls out to parents emphasizing the importance of attendance and to celebrate when the attendance rate increases				
Strategy 2 Details	**Reviews**			
Strategy 2: Teachers will implement grade-level procedures to promote attendance in the classroom. Teachers will set the daily expectation of 100% attendance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will come to school. **Staff Responsible for Monitoring:** Teachers, Counselor, Dean of Instruction & Principal **Action Steps:** Teachers will provide classroom incentives that promote student attendance. This will be done on a weekly basis. Make daily calls out to parents emphasizing the importance of attendance and to celebrate when attendance rate increases, promote attendance, and have incentives for students who have perfect attendance or have improved their attendance.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 2: 100% of homeroom teachers will provide incentives for attendance.

    Evaluation Data Sources: HISD connect, end of grading period data, Weekly attendance reports, EOY attendance report & Singing Sheets

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement grade-level procedures to promote attendance in the classroom. Teachers will set the daily expectation of 100% attendance.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will come to school **Staff Responsible for Monitoring:** Teachers, Counselor, Dean of Instruction & Principal **Action Steps:** Teachers will set up a way of parent communication, where teachers will be in constant communication with parents & will promote our NBA club for those students with perfect attendance and those who have improved their attendance.				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Measurable Objective 3: 100% of homeroom teachers will provide Six-Week Incentives for perfect attendance from 9/20/21 to 6/08/22. Students with perfect attendance will be recognized every 6 weeks students until our attendance goal of 95% is reached.

    Evaluation Data Sources: HISD connect, end of grading period data

Strategy 1 Details	Reviews			
Strategy 1: Reward students every six weeks with a boxed lunch & an induction to the NBA CLUB (Never, Been Absent club) Shirt	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will attend school. **Staff Responsible for Monitoring:** Teachers, Counselor, Dean of Instruction & Principal **Action Steps:** Teachers will set up a way of parent communication, where teachers will be in constant communication with parents & will promote our NBA club for those students with perfect attendance and those who have improved their attendance.				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE - By the end of 2021-2022, we will go from 1 out of school suspension to 0 out of school suspensions and will continue with 0 in-School Suspensions

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of teachers will follow the safety committee recommendations in promoting a safe school environment.

Evaluation Data Sources: HISD Connect & Discipline Records

Strategy 1 Details	Reviews			
Strategy 1: Promote IB attitudes in every classroom and PBIS throughout the school.	Formative			Summative
Strategy's Expected Result/Impact: Students behave in a way that promotes safety and well-being.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Counselor, IB Coordinator, Administrators, Faculty & Staff				
Action Steps: At the beginning of the year, teachers explain the expectations to students so that they are aware of the expectations and the consequences for misbehavior. Counselor will meet with students to begin creating positive relationships with students.				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Measurable Objective 2: 100% of students will receive daily IB character trait look-fors during morning announcements.

Evaluation Data Sources: Decrease on referrals for bullying and behavior & HISD Connect & Discipline Records

Strategy 1 Details	Reviews			
Strategy 1: Students will receive information during morning announcements on the specific character trait of the day by the counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will behave responsibly.				
Staff Responsible for Monitoring: IB Coordinator, Assistant Principal, Principal & Counselor				
Action Steps: Students will receive daily IB character trait look for during morning announcements. Students will receive information during morning announcements on specific character traits of the day by the counselor				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Measurable Objective 3: 100% of teachers will also follow the safety committee recommendations in promoting community involvement while ensuring the students' health, safety, and well-being.

Evaluation Data Sources: Sign-in sheets from training and feedback from drills.

Strategy 1 Details		Reviews			
Strategy 1: All staff members will receive training on PBIS and TEACH		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students and teachers work in a collaborating way to create a safe and healthy classroom environment.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Nurse, All Staff & Administration					
Action Steps: All staff members will receive training on fire and safety drill procedures. All staff will receive training at the beginning of the year during staff development.					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION - By the end of 2021-2022 we will be in compliance with 100% of safety procedures measured by the safety committee report.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of our teachers will ensure that no students are bullied at Rodriguez ES.

Evaluation Data Sources: HISD Connect, Discipline Records & Counselor request, and data

Strategy 1 Details		Reviews			
Strategy 1: Bullying Prevention Education, Restorative Circles & PBIS		Formative			Summative
Strategy's Expected Result/Impact: A safe and productive learning environment		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers, Counselor, Administration & PBIS TEAM **Action Steps:** 100% of students will participate in Rodriguez ES Bullying Prevention Education, Restorative Circles & PBIS					

Strategy 2 Details		Reviews			
Strategy 2: All staff will receive training at the beginning of the year during staff development.		Formative			Summative
Strategy's Expected Result/Impact: Students will have a safe and learning environment		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Principal, Principal, Nurse, Safety Committee, Risk Management **Action Steps:** All staff will receive training at the beginning of the year during staff development.					

| | 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue | |

Measurable Objective 2: Our school will prevent 100% of Child Abuse Prevention during the 2021-2022 school year

Evaluation Data Sources: HISD Connect, Nurse Reports, Counselor report, Parent conference and teacher input

Strategy 1 Details		Reviews			
Strategy 1: Ensure that all staff completes online training. Present and trained our parents and students on the prevention of Child Abuse.		Formative			Summative
Strategy's Expected Result/Impact: Students have a place to feel safe.		Nov	Jan	Mar	June

Staff Responsible for Monitoring: Counselor, Nurse, All Staff & Administration

Action Steps: Our school will prevent 100% of Child Abuse Prevention during 2021-2022. Ensure that all staff completes online training. Present and trained our parents and students on prevention for Child Abuse

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 3: 100% of all staff members will receive training on fire and safety drill procedures.

Evaluation Data Sources: Sign-in sheets from training and feedback from drills.

Strategy 1 Details	Reviews			
Strategy 1: All staff will receive training at the beginning of the year during staff development.	**Formative**			**Summative**
Strategy's Expected Result/Impact: SRE is a safe place for learning	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principal, Principal, Nurse, Safety Committee, Risk Management **Action Steps:** All staff members will receive training on fire and safety drill procedures. All staff will receive training at the beginning of the year during staff development.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION - By the end of the 2021-2022 school year, SPED students will make an increase of 5% in their individualized assessment base on their ARD. This will happen by ensuring all teachers understand each SPED student's IEP.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: 100% of special education teachers will be scheduled to support the needs of the students they serve.

Evaluation Data Sources: Progress Monitoring according to their ARD

Strategy 1 Details	Reviews			
Strategy 1: Special education teachers' schedules will reflect the support needed by each special education student.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Special Education students will make progress	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, SpEd Teacher, Teacher Assistant				
Action Steps: 100% of special education teachers will be scheduled to support the needs of the students they serve. Special education teachers' schedules will reflect support needed by each special education student				
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

Measurable Objective 2: 100% of special education students will receive the support indicated in their IEP's.

Evaluation Data Sources: Progress Monitoring according to their ARD

Strategy 1 Details	Reviews			
Strategy 1: Ensure all IEPs are met by SPED and mainstream teachers	**Formative**			**Summative**
Strategy's Expected Result/Impact: Meet the needs of all Special Education students	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom teachers School Administrators Special Ed. Chair				
Action Steps: 100% of special education students will receive the support indicated in their IEP's. Ensure all IEPs are met by SPED and mainstream teachers				
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

Measurable Objective 3: 100% of our Special Education teachers and those who serve students with special education labels will have a model for them w to analyze assessment data and then plan for instruction; assist teachers in creating individualized instructional plans for all students according to RTI model.

Strategy 1 Details	Reviews			
Strategy 1: Instructional coaches will work with SPED teachers to plan and look at the students' learning data.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will be able to focus on students' misunderstandings and check what they need to re-teach.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, instructional leaders (instructional specialists, content lead teachers, admin team) & Admin Team				
Action Steps: Model for teachers how to analyze assessment data, and then plan for instruction; assist teachers in creating individualized instructional plans for all students according to RTI model. Instructional coaches will provide opportunities for teachers to analyze data and plan for instruction and create individualized student plans alongside teacher leaders.				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc. - By the end of the 2021-2022 school year, increase our Continuously Enrolled/Non-Continuously Enrolled to meet the target of 48% and 45% scores. All special population students will continue to meet their target.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Admin Team will model to all teachers how to analyze assessment data, and then plan for instruction. 100% of teachers will be able to create individualized instructional plans for all students according to RTI model.

Evaluation Data Sources: Data progress- formative assessments, common assessments, snapshots, DLA and STAAR

Strategy 1 Details	Reviews			
Strategy 1: Instructional coaches will provide opportunities for teachers to analyze data and plan for instruction and create individualized student plans alongside teacher leaders.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will meet progress and get level instruction **Staff Responsible for Monitoring:** Instructional specialists, mentors, content lead teachers, admin team, principal **Action Steps:** Model for teachers how to analyze assessment data, and then plan for instruction; assist teachers in creating individualized instructional plans for all students according to RTI model. Instructional coaches will provide opportunities for teachers to analyze data and plan for instruction and create individualized student plans alongside teacher leaders.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 2: 100% of teachers will be provided PD on how to manage effective collaborative team meetings to identify student needs and plan for instruction.

Evaluation Data Sources: Data progress- formative assessments, common assessments, snapshots, DLA and STAAR

Strategy 1 Details	Reviews			
Strategy 1: Instructional coaches will work bi-weekly with PK-2nd grade and weekly with 3rd-5th grade and SPED teachers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Impact students learning and growth **Staff Responsible for Monitoring:** Principal, instructional leaders (instructional specialists, mentors, content lead teachers, admin team) & TDS **Action Steps:** Provide teacher PD on how to manage effective collaborative team meetings to identify student needs and plan for instruction. Instructional coaches will work biweekly with PK-2nd grade and weekly with 3rd-5th grade and SPED teachers.				
0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✖ **Discontinue**				

Measurable Objective 3: 100% of our ELL students will increase their writing level by 10% by writing expository compositions on social studies and science prompts as preparing for TELPAS

Evaluation Data Sources: Teacher rubric, K12 Summit Reports & TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Exposure to expository text, modeling, peer editing, guided practice, graphic organizers	**Formative**			**Summative**
Strategy's Expected Result/Impact: ELL students that struggle to learn English	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teachers, Teacher specialist, AP and Principal **Action Steps:** The teacher will read the expository text by reading aloud. The teacher will also model how to write a composition by using the writing process, academic vocabulary, and expository structure. Teacher specialists will train the teachers on the proper way to set up interactive science journals.				
0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✖ **Discontinue**				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT - Rodriguez Elementary will increase parent participation in school events by 10% during the 2021-2022 school year.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: 20% of our parents will attend school events once a month

Evaluation Data Sources: Sign-in sheet, Agenda Parent Calendar

Strategy 1 Details			Reviews			
Strategy 1: Hold regular parent meetings to discuss upcoming events and school-wide matters that impact student learning.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase communication and parent participation			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Parent Liaison & Title I Coordinator, **Action Steps:** Will hold school events to involve more parents in the school community. Will use FaceBook live & Schedule meetings with the FACE department in advance for each quarter						
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue			

Measurable Objective 2: School PAC Meetings will be attended by 20% of our school parents

Evaluation Data Sources: Sign-in sheet, Agenda Parent Calendar

Strategy 1 Details			Reviews			
Strategy 1: We will hold regular parent meetings to discuss upcoming events and school-wide matters that impact student learning.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To engage our parents and community **Staff Responsible for Monitoring:** Principal, Parent Liaison & Title I Coordinator **Action Steps:** PAC Meetings - Hold regular parent meetings to discuss upcoming events and school-wide matters that impact student learning.						
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue			

Measurable Objective 3: At least 10% of school enrollment will participate in Monthly Coffee with the Principal.

Evaluation Data Sources: Sign-in sheets, Agenda, Parent Calendar

Strategy 1 Details	Reviews			

Strategy 1: Increase the engagement with the parents and community by hosting meetings of interest to the community and parents.
      Strategy's Expected Result/Impact: Increase at least 10% of parents participation
      Staff Responsible for Monitoring: Title I coordinator, Assistant Principal, Parent Liaison & principal
      Action Steps: Advertise Monthly meetings via flyers, call out, website, and Face Book. The principal will create an engaging conversation with the parents and community.
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES
The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Mary Ortiz
Estimated number of students to be screened: 925
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: The nurse will be monitoring immunization requirements, data entry, and state reporting requirements	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% compliance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Nurse and Principal				
Action Steps: The nurse will check at the time of registration & will follow up with parents within 30 days				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Mary Ortiz
Estimated number of students to be screened: 925
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Mary Ortiz
Estimated number of students to be screened: 925
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before

December 10, 2021.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Mary Ortiz
Estimated number of students to be screened: 925
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Mary Ortiz
Estimated number of students to be screened: 925
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team - Mary Ortiz
Note: If the school does not have a certified school nurse or screener, the rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report summitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Mary Ortiz
Number of AEDs on campus: 3

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)
The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of our students and families, will participate in a health and wellness night/event.

Evaluation Data Sources: Signing sheets & participation

Strategy 1 Details	Reviews			
Strategy 1: The nurse and parent engagement committee will host a health fair for all students, parents, and families.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students and families learn about healthy choices	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Nurse, Assistant principal, principal, and Health & Wellness Committee				
Action Steps: The event takes place in the evening. Several health organizations from our community will join us to promote healthcare and wellness.				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 372 Rodriguez Elementary School

Total SCE Funds: $281,457.72
Total FTEs Funded by SCE: 5
Brief Description of SCE Services and/or Programs

Fund 1991010004 - Comp Ed. funds: A - 1.5 bilingual teachers B- One Dyslexia Teacher C- One ESL teacher D - One Teacher Assistant The left over of funds (about $7,000) was used for substitutes teachers.

Personnel for 372 Rodriguez Elementary School

Name	Position	FTE
Alcantar Vega, Juana Alicia	Tchr, ESL Elementary	1
Andrade, Andrea Carolina	Tchr, Pre-Kindergarten	1
Avila Gomez, Lenny Antonieta	Teaching Assistant-10M	1
Gutierrez Sanchez, Ayla Fernan	Tchr, Dyslexic Support	1
Mackrizz, Lisbeth V	Tchr, Bilingual	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the classroom teachers, school staff, administrative team, and SDMC.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

- Admin team worked collaboratively to create the plan
- Teachers develop campus and classrooms goals objectives, strategies, and evaluation measures
- SIP present to SDMC on Sept. 21, 2021

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- Weekly PLC
- Weekly admin meetings
- Monthly Coffe with the Principal
- SDMC quarterly meetings
- Title I meetings

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

- School website
- Front Office
- Weekly SRE NEWS

The SIP was made available to parents by:

- School Website
- Coffee with Principal Meeting
- SRE Weekly NEWS

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- Content Class
- Extended day
- School interventions within the day
- Saturday School

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and well-rounded education for our students include:

- Extended days
- Content Class
- School interventions
- Tutorial After School
- Saturday School
- Family Events

1. Magnet Night
2. Science Fair
3. IB Exhibition

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas
- Proficient Tier 1 explicit instruction taking place in all content areas
- Bi-weekly AT BATs:
- Small-Group Instruction based on student data needs:

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - All parents are invited to review for feedback at the TitleI meeting
- Administration TEAM- Principal, Assistant Principal, Teacher Coordinator, staff

The SIP was distributed and shared

- On the campus website
- Title I Meeting

The languages in which the SIP was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- English Parent Classes
- Parenting Classes
- Trade Training
- Coffee with the Principal

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - Sept. 21, 2021 @9:00 am
- Meeting #1 Alternate - Sept. 22 at 2:00 pm
- Meeting #2 - Nov. 15, 2021 @ 9:00 am
- Meeting #2 Alternate - Nov. 16 @ 2:00 pm
- Meeting #3 - Jan. 24, 2022 @ 9:00 am
- Meeting #3 Alternate - Jan. 25, 2022 @ 2:00 pm
- Meeting #4 - April 11, 2022 @ 9:00 am
- Meeting #4 Alternate April 12, 2022 @ 2:00 pm

Title I Personnel

Name	Position	Program	FTE
Laura V. Flores	Couselor	SEL	1
Minerva Gonzalez	IB Coordinator/ Teacher Specialist	IB	1

Campus Funding Summary

				1991010001 - General Fund - Regular Program		
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	1		6300 - Supplies and Materials	$12,000.00
					Sub-Total	$12,000.00
					Grand Total	$12,000.00

Addendums

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	24
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 98.3%)	24
Closing the Gaps % of Indicators Met	
Academic Achievement Status	14%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	11%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	99%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
2021 STAAR Performance
RODRIGUEZ EL (101912372) - HOUSTON ISD
✴ Confidential ✴

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	397	397	128	132		1,054	
Approaches GL or Above	171	203	37	67		478	45%
Meets GL or Above	66	101	11	22		200	19%
Masters GL	26	46	3	9		84	8%
Total Percentage Points							72%
Component Score							**24**

Texas Education Agency
2021 STAAR Performance
RODRIGUEZ EL (101912372) - HOUSTON ISD
✳ Confidential ✳

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	45%	52%	45%	43%	-	53%	-	-	45%	43%	44%	37%	0%	50%	35%
At Meets GL Standard or Above	19%	27%	18%	29%	-	24%	-	-	19%	17%	18%	26%	0%	23%	9%
At Masters GL Standard	8%	10%	8%	29%	-	9%	-	-	8%	7%	8%	9%	0%	10%	2%
Number of Tests															
At Approaches GL Standard or Above	478	27	430	3	-	18	-	-	472	399	423	32	0	363	115
At Meets GL Standard or Above	200	14	176	2	-	8	-	-	195	156	172	22	0	171	29
At Masters GL Standard	84	5	74	2	-	3	-	-	81	66	73	8	0	76	8
Total Tests	1,054	52	961	7	-	34	-	-	1,040	933	957	86	6	728	326
Participation															
% participation 2018-19	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	99%	98%	99%	100%	-	100%	-	-	99%	99%	99%	97%	100%	99%	99%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	43%	60%	42%	67%	-	38%	-	-	43%	40%	42%	27%	0%	50%	28%
At Meets GL Standard or Above	17%	30%	16%	33%	-	23%	-	-	16%	13%	15%	21%	0%	22%	4%
At Masters GL Standard	7%	10%	6%	33%	-	15%	-	-	6%	5%	6%	0%	0%	9%	1%
Number of Tests															
At Approaches GL Standard or Above	171	12	152	2	-	5	-	-	169	142	150	9	0	137	34
At Meets GL Standard or Above	66	6	56	1	-	3	-	-	64	47	54	7	0	61	5
At Masters GL Standard	26	2	21	1	-	2	-	-	25	16	21	0	0	25	1
Total Tests	397	20	361	3	-	13	-	-	392	352	360	33	2	274	123
Participation															
% participation 2018-19	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	99%	100%	99%	100%	-	100%	-	-	99%	99%	99%	97%	100%	99%	99%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	51%	40%	51%	33%	-	69%	-	-	51%	50%	51%	42%	0%	52%	50%
At Meets GL Standard or Above	25%	30%	25%	33%	-	38%	-	-	25%	24%	25%	27%	0%	29%	18%
At Masters GL Standard	12%	15%	11%	33%	-	8%	-	-	11%	11%	11%	15%	0%	14%	6%
Number of Tests															
At Approaches GL Standard or Above	203	8	185	1	-	9	-	-	200	175	183	14	0	142	61
At Meets GL Standard or Above	101	6	89	1	-	5	-	-	99	84	90	9	0	79	22

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	46	3	41	1	-	1	-	-	44	38	40	5	0	39	7
Total Tests	397	20	361	3	-	13	-	-	392	352	360	33	2	274	123
Participation															
% participation 2018-19	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	99%	100%	99%	100%	-	100%	-	-	99%	99%	99%	97%	100%	99%	99%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	29%	60%	27%	-	-	50%	-	-	29%	26%	26%	25%	-	35%	16%
At Meets GL Standard or Above	9%	20%	8%	-	-	0%	-	-	8%	7%	7%	25%	-	12%	2%
At Masters GL Standard	2%	0%	2%	-	-	0%	-	-	2%	3%	3%	13%	-	4%	0%
Number of Tests															
At Approaches GL Standard or Above	37	3	33	-	-	1	-	-	36	31	31	2	-	30	7
At Meets GL Standard or Above	11	1	10	-	-	0	-	-	10	8	8	2	-	10	1
At Masters GL Standard	3	0	3	-	-	0	-	-	3	3	3	1	-	3	0
Total Tests	128	5	121	-	-	2	-	-	126	120	120	8	-	85	43
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	99%	86%	100%	100%	-	100%	-	-	99%	100%	100%	100%	-	100%	98%
Science															
Percent of Tests															
At Approaches GL Standard or Above	51%	57%	51%	0%	-	50%	-	-	52%	47%	50%	58%	0%	57%	35%
At Meets GL Standard or Above	17%	14%	18%	0%	-	0%	-	-	17%	16%	17%	33%	0%	22%	3%
At Masters GL Standard	7%	0%	8%	0%	-	0%	-	-	7%	8%	8%	17%	0%	9%	0%
Number of Tests															
At Approaches GL Standard or Above	67	4	60	0	-	3	-	-	67	51	59	7	0	54	13
At Meets GL Standard or Above	22	1	21	0	-	0	-	-	22	17	20	4	0	21	1
At Masters GL Standard	9	0	9	0	-	0	-	-	9	9	9	2	0	9	0
Total Tests	132	7	118	1	-	6	-	-	130	109	117	12	2	95	37
Participation															
% participation 2018-19	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	97%	100%	97%	100%	-	100%	-	-	97%	97%	97%	92%	100%	98%	95%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

✳ Confidential ✳

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
Number of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

This campus is not rated on College, Career, and Military Readiness.

This campus is not rated on Graduation Rate.

% Economically Disadvantaged	STAAR Performance
98.3	24

Texas Education Agency
2021 Closing the Gaps
RODRIGUEZ EL (101912372) - HOUSTON ISD
☀ Confidential ☀

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	**44%**	**32%**	**37%**	**60%**	**43%**	**74%**	**45%**	**56%**	**33%**	**29%**	**19%**	**36%**	**46%**	**42%**		
Target Met	**No**		**No**						**No**	**No**	Yes		**No**	**No**		
% at Meets GL Standard or Above	17%	30%	16%	33%	-	23%	-	-	16%	15%	21%	0%	22%	4%		
# at Meets GL Standard or Above	66	6	56	1	-	3	-	-	64	54	7	0	61	5		
Total Tests	397	20	361	3	-	13	-	-	392	360	33	2	274	123		
Mathematics Target	**46%**	**31%**	**40%**	**59%**	**45%**	**82%**	**50%**	**54%**	**36%**	**40%**	**23%**	**44%**	**47%**	**45%**		
Target Met	**No**		**No**						**No**	**No**	Yes		**No**	**No**		
% at Meets GL Standard or Above	25%	30%	25%	33%	-	38%	-	-	25%	25%	27%	0%	29%	18%		
# at Meets GL Standard or Above	101	6	89	1	-	5	-	-	99	90	9	0	79	22		
Total Tests	397	20	361	3	-	13	-	-	392	360	33	2	274	123		
Total Indicators															**2**	**14**
Graduation Rate Status																
Target	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	n/a	n/a	n/a		
Target Met																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										**36%**						
Target Met										Yes						
TELPAS Progress Rate										70%						
TELPAS Progress										337						
TELPAS Total										482						
Total Indicators															**1**	**1**
Student Success Status																
Target	**47**	**36**	**41**	**58**	**46**	**73**	**48**	**55**	**38**	**37**	**23**	**43**	**48**	**45**		
Target Met	**No**	**No**	**No**			**No**			**No**	**No**	Yes		**No**	**No**		
STAAR Component Score	24	30	24	34	-	29	-	-	24	23	24	0	28	15		
% at Approaches GL Standard or Above	45%	52%	45%	43%	-	53%	-	-	45%	44%	37%	0%	50%	35%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	19%	27%	18%	29%	-	24%	-	-	19%	18%	26%	0%	23%	9%		
% at Masters GL Standard	8%	10%	8%	29%	-	9%	-	-	8%	8%	9%	0%	10%	2%		
Total Tests	1,054	52	961	7	-	34	-	-	1,040	957	86	6	728	326		
Total Indicators															1	9
School Quality Status																
Target	**47%**	**31%**	**41%**	**58%**	**42%**	**76%**	**39%**	**53%**	**39%**	**30%**	**27%**	**43%**	**50%**	**31%**		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2018-19																
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
ELA/Reading																
% Participation	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%		
# Participants	446	35	394	4	1	12	-	-	438	393	19	10	324	122		
Total Tests	446	35	394	4	1	12	-	-	438	393	19	10	324	122		
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%		
# Participants	442	35	390	4	1	12	-	-	434	389	19	10	322	120		
Total Tests	443	35	391	4	1	12	-	-	435	390	19	10	323	120		
Participation 2020-21																
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
ELA/Reading																
% Participation	99%	100%	99%	100%	-	100%	-	-	99%	99%	97%	100%	99%	99%		
# Participants	429	25	387	3	-	13	-	-	421	391	34	2	280	149		
Total Tests	433	25	391	3	-	13	-	-	425	393	35	2	283	150		
Mathematics																
% Participation	99%	100%	99%	100%	-	100%	-	-	99%	99%	97%	100%	99%	99%		
# Participants	425	25	384	3	-	13	-	-	418	387	33	2	276	149		
Total Tests	430	25	389	3	-	13	-	-	423	390	34	2	280	150		

+   Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

\-   Indicates there are no students in the group.

2021-2022 Professional Development Plan*

PD Dates	PD Format	PD Topic	Resources Needed	SIP Goal Alignment

Aug. 16	In person	• Opening Day Team Building Activity
		  • Welcome
		  • Introductions
		• The Way WE are
		• Looking Back to Plan Ahead
		• Breakout by Grade Level lead by Team Leader
		a) Classroom Set-Up
		• b) Daily Schedule
		c) Assessment Plan
		d) Instructional Expectations
		e) Committees
		f) SDMC Nominations
		g) Procedures/Routines
		h) Safety
		• procedures and Protocols
		STEM SCOPES Training
			Time	Goal 3
				Goal 4
				Goal 5

Aug. 17	In person	• **IAT**/RtI • Lesson Planning Deliverables Safety Training & Compliance Courses Collaborating in Grade level SIP\ Integrating Data in Lesson planning Interventions & Resources Lead4ward/ Heat Maps		Goal 1 Goal 2 Goal 3 Goal 4 Goal 5
Aug. 18	In person	Teacher Prep-Day	None	District mandate
Aug. 19	In person	- Academic PD - Job Alike Sessions - Choice Sessions	None	District PD
Aug. 20	In person	• **PBIS** – Ms. Ordonez • **Safety** - Nurse Ortiz Medical Safety	Time	Goal 6 Goal 7

		• **Wraparound** - Mr. Limon • Teacher Appraisal and Development Training SIP & Goals Development Final Charge (make it count) "Meet the Teacher" will be held outside: PK to 2nd– 1:00 to 2:00 • **PK & K: Basketball court** • **1st: Circle Drive,** • **2nd: Green Canopy** 3rd to 5th– 2:15 to 3:15 • **3rd: Basketball court** • **4th: Circle Drive** • **5th: Green Canopy** Special Ed – 2:15 to 3:15 – Front of the school Core Enrichment will participate in the same grade level attended on the Monday breakout session.		Goal 8
Sept. 17	In person	The Teacher Service day format has been adjusted to include two segments focusing on HB4545 implementation strategies/planning and interventions that accelerate student achievement. 1. Campus Planning Time and 2. Professional Learning - During the Professional Learning segment, campuses can choose to engage in campus-based professional development, central priority topics/sessions or a combination. **Morning 8:00 - 11:30** K-12 Summit Our 1st grade HISD Teacher Service Day for	K-12 summit will lead this training	Goal 1 Goal 2 Goal 3 Goal 4

		the 2021-2022 school year is HB3 Module 4 **11:30 - 12:15 - LUNCH** **Afternoon 12:15 - 3:45** Professional Learning Time** includes priority and other districtwide optional topics		
Oct. 4	In person	For the 2021-2022 school year, teachers and campus based employees who complete the compliance trainings and/or minimum of 7.75 PD hours outside duty schedule (and not paid) by September 30, 2021, have the option to comp the time during the October 4th Teacher Service Day.	None	
Feb. 21	In person	**Feb. 21, 2022** - Teacher Service day is for district-wide professional development for determining topics aligned to needs from student and campus data.	None	

* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.

Gr.	Subject	DNM n	DNM %	Approaches n	%	Meets n	%	Masters n	%	"Passing" n	%
3	Math	80	54	45	31	11	7	11	7	67	46
4	Math	90	65	29	21	8	6	12	9	49	35
5	Math	56	42	30	23	28	21	19	14	77	58
	Total	**226**	**54**	**104**	**25**	**47**	**11**	**42**	**10**	**193**	**46**
3	Reading	101	69	33	23	9	6	3	2	45	31
4	Reading	93	67	33	23	10	7	3	2	46	32
5	Reading	64	48	34	26	14	11	21	16	69	52
	Total	**258**	**62**	**100**	**24**	**33**	**8**	**27**	**6**	**160**	**38**
4	Writing	108	77	23	16	7	5	2	1	32	23
5	Science	69	52	45	34	11	8	7	5	63	48

Math

Gr.	Homeroom	DNM n	DNM %	Approaches n	%	Meets n	%	Masters n	%	"Passing" n	%
3	301	9	41	9	41	1	5	3	14	13	59
3	302	12	48	8	32	5	20	0	0	13	52
3	303	14	58	8	33	1	4	1	4	10	42
3	304	11	52	2	10	3	14	5	24	10	48
3	305	10	50	8	40	0	0	2	10	10	50
3	307	13	57	9	39	1	4	0	0	10	43
3	403	1	50	1	50	0	0	0	0	1	50
3	507	9	100	0	0	0	0	0	0	0	0
4	401	13	48	5	19	2	7	7	26	14	52
4	402	18	82	2	9	1	5	1	5	4	18
4	403	6	30	10	50	3	15	1	5	14	70
4	404	23	88	3	12	0	0	0	0	3	12
4	405	16	70	5	22	1	4	1	4	7	30
4	406	15	63	4	17	2	8	3	13	9	38
4	507	7	88	1	13	0	0	0	0	1	13
5	501	13	52	5	20	4	16	3	12	12	48
5	502	14	56	6	24	3	12	2	8	11	44
5	503	12	55	5	23	4	18	1	5	10	45
5	504	4	20	6	30	6	30	4	20	16	80
5	505	6	30	3	15	3	15	8	40	14	70
5	506	6	30	5	25	8	40	1	5	14	70

Writing

Gr.	Homeroom	DNM n	DNM %	Approaches n	%	Meets n	%	Masters n	%	"Passing" n	%
4	401	9	35	13	50	3	12	1	4	17	65
4	402	13	59	7	32	2	9	0	0	9	41
4	403	20	100	0	0	0	0	0	0	0	0
4	404	24	92	2	8	0	0	0	0	2	8
4	405	19	83	2	9	2	9	0	0	4	17
4	406	16	73	4	18	1	5	1	5	6	27
4	507	8	100	0	0	0	0	0	0	0	0

Total Tested

Total Tested
147
139
133
146
139
133
140
132

146

150

132

147

Reading

Gr.	Homeroom	DNM		Approaches		Meets		Mas
		n	%	n	%	n	%	n
3	301	11	50	8	36	3	14	0
	302	13	48	11	44	0	0	1
	303	17	71	3	13	3	13	1
	304	10	53	5	26	3	16	1
	305	17	85	3	15	0	0	0
	307	21	91	2	9	0	0	0
	403	2	100	0	0	0	0	0
	507	9	100	0	0	0	0	0
4	401	8	30	10	37	7	26	2
	402	12	55	8	36	1	5	1
	403	18	90	2	10	0	0	0
	404	24	92	2	2	0	0	0
	405	14	61	7	7	2	9	0
	406	14	58	9	9	0	0	1
	507	8	100	0	0	0	0	0
5	501	15	60	6	24	2	8	2
	502	16	64	6	24	1	4	2
	503	18	82	2	9	1	5	1
	504	7	33	5	24	1	5	8
	505	3	15	6	30	6	30	5
	506	5	25	9	45	3	15	3

Science

Gr.	Homeroom	DNM		Approaches		Meets		Mas
		n	%	n	%	n	%	n
5	501	17	68	5	20	2	8	1
	502	15	60	5	20	2	8	3
	503	13	62	7	33	0	0	1
	504	5	25	12	60	3	15	0
	505	5	25	9	45	4	20	2
	506	13	65	7	35	0	0	0

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ters	"Passing"		
%	n	%	
0	11	50	144
4	12	48	
4	7	29	
5	9	47	
0	3	15	
0	2	9	
0	0	0	
0	0	0	
7	19	70	150
5	10	45	
0	2	10	
0	2	2	
0	9	16	
4	10	13	
0	0	0	
8	10	40	133
8	9	36	
5	4	18	
38	14	67	
25	17	85	
15	15	75	

ters	"Passing"		
%	n	%	
4	8	32	131
12	10	40	
5	8	38	
0	15	75	
10	15	75	
0	7	35	

2020 TELPAS Schoolwide Data by Grade Level

	English Language Proficiency Level																Total # of Students Tested	Total # of Students Not Tested Due to School Closure	Total # of Students Tested	No previous DATA (# of Students new to SRE or US)			Students that Demonstrated Regression			DID NOT Advance a Proficiency Level			Students Who Progressed At Least One Proficiency Level		
	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021	2020	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
	B	B	B	B	I	I	I	I	A	A	A	A	AH	AH	AH	AH															
K	79	71	38	82	14	35	43	7	5	3	17	8	2	1	2	4	104	0	114	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1st	41	28	17	14	59	62	59	40	10	25	22	37	11	1	2	9	116	0	117	10	21	16	2	1	3	34	23	51	72 = 67%	71= 75%	66 = 65%
2nd	8	17	20	14	50	62	47	39	46	22	32	39	15	14	1	8	135	9	120	15	28	20	7	6	4	46	55	56	65 = 55%	45= 42%	44 = 44%
3rd	5	11	13	7	38	52	27	46	65	47	42	38	24	16	19	9	135	3	134	19	21	22	8	7	2	81	46	65	21 = 19%	66= 57%	47 = 42%
4th	2	6	17	13	28	37	38	41	55	62	27	34	17	28	18	12	78	43	130	8	11	14	22	7	33	75	32	90	28 = 22%	28 = 42%	46 = 22%
5th	4	3	6	8	15	23	21	27	42	40	48	41	38	22	25	24	116	1	112	3	6	40	11	10	9	44	64	40	31 = 36%	43= 39%	32 = 44%
Total	139	136	111	138	204	271	235	200	223	215	188	197	107	82	67	66	684	56	727	55	87	112	50	31	51	280	220	302	217	253	235

Comparative Growth!

Number of students demonstrated regression increased by 20 students.

Number of students that DID NOT ADVANCED a proficiency year increased by 82 students.

Number of students that PROGRESSED at least ONE proficiency level decreased by 18 students.

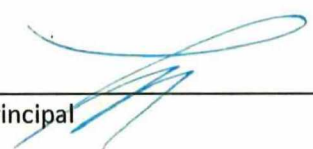**Number of students that scored ADVANCED increased by 9 students.**

School Name and Campus #: S. Rodriguez Elementary #372

Principal Name: Luz del Carmen DeAnda

Area Office: ESO1

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on **_September 17, 2021_** as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

_____
Principal

9/17/21
Date

Signatures below indicate review and approval of this document.

ROSA DE LA CRUZ
PTO/PTA or other Parent Representative

9/23/21
Date

_____
SDMC Teacher Representative

9/27/21
Date

Sandy Gaw
School Support Officer/Lead Principal

9/27/21
Date

_____
Area Office Superintendent

10/5/21
Date

_____
Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

_____
Date